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Evaluating Assessments

1. What are the key characteristics of authentic assessment?

An authentic assessment is something that the student *does or creates*. It is directly related to the subject matter and it is contextual. An example might be a student-written performance that addresses some or all of the main concepts of the unit.

1. How do authentic assessments and traditional tests differ?

Traditional tests often ask closed questions. Students answer teacher-created questions to which there is usually one right answer. Authentic assessments can take many forms and there is rarely a single right answer. The point of it is for students to *show* what they have learned.

1. Choose an example of an authentic assessment you find online that is appropriate to the subject and grade level you are observing or preparing to teach. **Include the title and URL of the assessment.** **Evaluate the degree to which the assessment incorporates the six criteria of authentic assessment listed above.**

<http://wq5rp2ll8a.search.serialssolutions.com/log?L=WQ5RP2LL8A&D=ESX&J=CLEAHOU&U=http%3A%2F%2Fstats.lib.pdx.edu%2Fej.php%3Furl%3Dhttp%3A%2F%2Fopenurl.ebscohost.com%2Flinksvc%2Flinking.aspx%3Fgenre%3Darticle%26issn%3D0009-8655%26volume%3D69%26issue%3D3%26spage%3D174%26aulast%3DRoyer>

1. Students participate in active learning by doing research to learn about traditional French desserts for le Réveillon.
2. The task is very open-ended as students are grouped into different families. No one conversation will be the same as another.
3. The assessment is directly related to learning about French culture as students learn about Christmas traditions. They must use their knowledge of family, likes and dislikes, shopping, numbers, and how to ask questions.
4. Students’ proficiency levels are assessed through their ability to converse with a French-speaking person whom they do not know.
5. Students share slightly beyond the classroom. They do this by roleplaying an order over the phone with a French-speaker, and in their interactions with the Père Noël.
6. Students were assessed using the ACTFL proficiency rubric. It was unclear if they saw this rubric before the assessment.
7. Examine the diagram, Balancing the Two Faces of E-Portfolios. What are the two types of ePortfolios?

An E-Portfolio can focus on showcasing achievement which is about a product, or on it can focus on collaboration and learning which is about the process.

1. How are the two types of portfolios created?

The product portfolio is created through the collection of artifacts, some of which are selected to be presented. It also includes a student reflection at the end. The portfolio is then evaluated (by teacher) to assess the student’s learning and/or knowledge.

When creating a process portfolio, the student is constantly reflecting on their work as they learn more. The teacher gives feedback instead of just evaluating.

1. In what ways are the two portfolios similar?

Both portfolios are made up of student work and both are highly reflective. Also, both portfolios consist of a collection that is presented.